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ABSTRACT

The game "Giant Steps" was described. It was designed to aid children in the semantic development of verbs. The purpose of the experimental evaluation was to determine whether playing the game actually did influence the associative structure of those verbs and adverbs that are "guessed" words in the game. Third graders from two classrooms in an integrated school (60 percent Negro) in Baltimore City were randomly divided (same reading achievement level) into an experimental group (N=23) and a control group (N=22). Pretests and post-tests were given to both groups on the first and fifth day, respectively. The experimental group played the game twice each day (about 20 minutes per day) on days 2, 3, and 4. Playing the game appeared to result in small changes in associative patterns on the desired direction. The game could be developed for children in all the elementary grades. Tables, figures, and references are provided. (DE)

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REPORT No. 81

RE003 171

GIANT STEPS: A GAME TO ENHANCE SEMANTIC DEVELOPMENT OF VERBS

DORIS R. ENTWISLE, DAVID GRAFSTEIN, JOHN KERVIN AND MARIAN RIVKIN

SEPTEMBER, 1970

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ABSTRACT

A game "Giant Steps" is described. The game is designed to aid in the semantic development of verbs. It can be made suitable for children in all the elementary grades by changing the story base. An experimental evaluation of the game conducted with inner city children demonstrated that the game does foster the desired kind of development. The results are discussed in the context of current research on reading.

INTRODUCTION

Reading is a skill upon which all other academic attainment rests, and for this reason is of central concern to educators. A reason often given for the continually increasing gap between the scholastic performance of suburban children and of disadvantaged children is the failure of the latter to become proficient readers. The past decade has seen a tremendous research effort mounted to understand both why this failure occurs and how it may be remedied. This paper focuses on one kind of language deficiency that may contribute to the reading proficiency gap: a slowed rate of semantic development, particularly for relatively uncommon verbs and adverbs. This paper describes a classroom game that may enhance semantic development.

Semantics with respect to reading is an area that has so far received little attention. The problem of the reading proficiency gap, like most problems, is a multifaceted one. Much work by others is now in progress on syntactic, phonological and perceptual aspects of this problem, as well as on matters related to theme and topic. Affective facets may be more important in the long run than any of the "linguistic" facets. Even though affective components are not mentioned further in this paper, there is no intent to underestimate them.

Less is known about semantic development than about other phases of language development. It is clear

that children have some kind of semantic system very early in their linguistic development. McNeill (1965) suggests that the child progresses from a holophrastic dictionary to a sentence dictionary, and finally to a word dictionary. In compiling a word dictionary, and thereby advancing to a "mature" level of semantic development, a child must build up a system of semantic markers.

A semantic marker can be thought of roughly as a tag. The words "flower" and "mouse" both have the tag "alive," for example, but differ in other tags like "pretty." The set of tags--semantic markers--is much smaller than the child's vocabulary, and this causes the word dictionary to be more efficient than a sentence dictionary. At present no one knows how the child acquires semantic markers, but they cannot be taught directly. They apparently are acquired by hearing words in different contexts where semantic markers match selection restrictions of particular sentence contexts. McNeill presents some evidence that 5-year olds are less able to take advantage of semantic consistency in sentences than 8-year olds, and he suggests that this is because many semantic markers are acquired between these ages. (It is also between these ages that reading instruction begins.)

Work with children's word associations (Entwisle, 1966) suggests that children progress through the three dictionary stages at different rates for different form

classes. Specifically, verbs and adverbs get to the word-dictionary stage last, perhaps much after fifth grade in some cases.

As already mentioned, it is not clear exactly how the acquisition of semantic markers occurs, but two facts are apparent: (1) it is a very slow process, a major part of it being accomplished during the elementary school years; and (2) because it is a long slow process it probably depends much more on specific kinds of verbal interaction afforded by the environment than other kinds of linguistic development. Specifically, syntactic development may be remarkably <u>independent</u> of environmental events (see Cazden, 1965) but the consensus, at least at present, is that semantic development <u>is</u> environmentally dependent.

Research on social class differences in linguistic development (Entwisle, 1966, 1968) reveals that for common words inner city children are <u>advanced</u> in syntactic development compared to suburban children. Here the syntactic-paradigmatic shift is used as a developmental index (the tendency of the child to give replacement rather than subsequent words as associates--"go-went" vs. "go-home"). The relative position of inner city and suburban children is reversed, however, when word associations of third and fifth-grade children are analyzed for clues about semantic development. The range of responses to common words (especially adjectives and pronouns) is <u>less</u> for inner city children than for suburban

children, suggesting perhaps a constriction of meaning. More important, verbs and adverbs are not nearly as well developed in terms of associative responses for inner city children as for suburban children. Inner city children give more nonsense or rhyming responses and fewer paradigmatic responses.

The range of paradigmatic responses is less also, as would be expected if their number is small. The verb "examine," for example, elicits responses like "test" and "check" from suburban children, words that indicate a rather generalized notion of the meaning and knowledge of its privileges of occurrence in many contexts. "Examine" to inner city children, on the other hand, suggests mainly "X-ray" or "doctor" meanings restricted almost entirely to a medical context. Thus, the suburban group has some expectation that the word "examine" might appear in a sentence like "The boys examined the interior of the cave," or other sentences where the "test" and "check" connotations of "examine" are salient.

Why do inner city children apparently lag behind suburban children in semantic development? There is no certain answer, but it seems likely that extra-school exposure to language is at the root of it. The "hidden curriculum" of the middle class home includes exposure to more prevalent adult speech and to more complex adult speech than that witnessed by inner city children.

For beginning readers, cues of all kinds are used for decoding. A rich supply of language previously acquired via conversation is a great aid in supplying cues. We hypothesize that the failure of the verb "examine" and other verbs to acquire "semantically rich" associations for inner city children may have some profound implications for semantic development, and therefore for the acquisition of reading skills. Since verbs and adverbs appear most affected and since verbs are key concepts in decoding sentences, we decided to devise a training procedure specifically to foster semantic development of verbs. Two other desiderata are: (1) the procedure must be attractive to children and (2) the procedure must be usable both by children who cannot read and by those who can.

The training procedure we developed is a game called "Giant Steps." It was developed through pilot work during 1968-69. Recently an experimental evaluation of the effect of this game was undertaken. The remainder of this report describes and discusses this experiment.

THE GIANT STEPS GAME

The game can be played by 6 or 8 children divided into two teams. First a story is read aloud. Then the story is repeated, sentence by sentence, by a game monitor who leaves blanks in each sentence for children to fill in. For example, the clause "But he could not escape" occurs in the fable The Lion and the Rat. When this sentence is read aloud by the monitor, the word "escape" is left out. Every player takes a turn trying to fill in the blank(s). Repetitions of words already given are not allowed.

The determination of which child gets the first turn for each sentence is made by throwing a die (or by rotating a spinner). Each child's response is immediately assigned a number of points by the game monitor. These points designate the number of moves on a game board to which the player is entitled (see Figure 1). When all members of a team have moved into the center of the board (Home), the team wins.

To facilitate play, each child wears a number. The responses are judged (moves assigned) in accordance with a schedule furnished the monitor. As the game was developed, the children's responses were recorded and assigned numerical values. If a child gives a response that is not on the schedule, the monitor assigns points according to the quality of the response.

After all players have had an opportunity to fill in the blank in a sentence, the next sentence is read, the die thrown to select the first respondent, and the entire process is repeated until the story has been completed.

THE EXPERIMENT

The purpose of the game is to foster semantic enrichment--to provide a kind of oral drill that will demonstrate what substitutes for what, and familiarize the players with various aspects of the game words. The purpose of the experiment is to determine whether playing the "Giant Steps" game actually does influence the associative structures to those verbs and adverbs that are "guessed" words in the game.

Third-graders from two classrooms at an integrated (60 percent black) school in Baltimore City were divided into an experimental (E) (N=23) and a control (C) (N=22) group. Members of the same reading achievement level were randomly assigned to either group. Then both groups were pre-tested and post-tested, but only the E group played the game. The game was played on three successive days usually with two rounds of play per day. The pretesting occurred on Day 1, game playing took place on Days 2, 3, and 4, and posttesting occurred on Day 5. On successive days, children in the E group were randomly redistributed among game groups, 6 children per game, and so played with three different monitors.

The pre-test and post-test both consisted of individual interviews where children were asked to furnish three associates to a set of stimulus words. The stimulus word list contained words from the game and other words of

about the same frequency that resembled the game words in initial letter and number of syllables, with some other words as fillers. Each time, 26 words were tested. The game words and non-game words are:

Game Words	Non-Game Words
escape	expect
freed	formed
rushed	ruled
away	around
repay	refine

The experimental design permits a rather sensitive comparison: pre- to post-test changes in the E group compared to the C group on game words, and also on the matched set of non-game words. Comparisons can be made in terms of numbers of responses (each person could give as many as three responses per stimulus word) or quality of responses. In addition, one month after the conclusion of the experiment, teachers of the children asked individual children for single responses to the ten basic game and non-game words.[1]

RESULTS

We expected that the experience of playing the "Giant Steps" game would result in specific kinds of improvement in the nature of the test responses of the children. These various types of improvements can best be explicated by examining the possible categories of response (see Figure 2). When presented with a stimulus word and asked for an associative response, a child may or may or may not respond. We expected that children exposed to the game would (1) show fewer incidences of non-response. When a child does respond, his answer may be a real word or a nonsense word. We expected that children in the experimental group would (2) give fewer nonsense responses. Given a real-word response, it may be related to the stimulus word in terms of form-class, meaning, or both. We expected that the game-playing children would (3) give fewer unrelated responses of either type.

The reason we would expect this progressive refinement can be traced to the nature of the game. It will be recalled from the game's description that words supplied by children were <u>differentially</u> rewarded. That is, not only were some responses "good" and some "bad," but it was made clear to the children that some responses were better than others by giving points ranging from zero to four. Therefore, a non-response or nonsense response might get no points, a real but unrelated word one point,

a word related in terms of form-class or meaning two or three points, and a particularly appropriate word the maximum of four points.[2]

The effect of this differential rewarding of responses would be a progressive refinement, it was hoped, in the manner suggested above. More specifically, we anticipated the following changes:

1. A decline in the percentage of response opportunities resulting in non-response.
2. A decline in the percentage of actual responses which were nonsense words.
3. An increase in the percentage of real responses which were meaning-related to the stimulus word.
4. An increase in the percentage of real responses which were form-class related to the stimulus word.

It would be expected that the control group, too, might show some of these changes merely as a consequence of testing, but a greater change in the experimental than in the control group would be evidence for effectiveness of the game. It was not thought that any of the increases in the experimental group would be very large because of the relatively short period of time for which children were exposed to the game.

Interestingly, the experimental group demonstrated the greatest improvement for the words <u>not</u> practiced in

the game. Learning to respond may thus be a generalized acquisition.

Incidence of Nonsense Responses. Nonsense responses were relatively rare (insufficient to demonstrate any pattern) in both the experimental and control groups, so they will be omitted from further analysis.

Meaning-Related Responses. As Table 2 shows, both the experimental and control groups produced a few more meaning-related responses for game words at post-test than they had at pre-test. Both groups manifested a decline between pre-test and post-test on non-game words. None of these changes is significant.

Form-Class Related Responses. It is here that some effects of playing the game appear. For the control group, form-class related responses to game words show no change from pre- to post-test, and a slight, (0.14 words per person) increase from pre- to post-test for non-game words.

For the experimental group, there is an increase (averaging 0.74 words per person) for game words in form-class related responses. For the non-game words there is also an increase (0.55 words per person). For game words the difference between the experimental and control group is significant beyond the .05 level ($t_{43} = 2.00$, one-sided). For the non-game words, the difference between the two groups does not attain significance.

DISCUSSION

Playing the game appeared to result in small changes in associative patterns in the desired direction. However, the smallness of the changes must be considered in relation to the magnitude of the teaching task and also in relation to the shortness of exposure to the game (about 20 minutes per day over three days). Further it cannot be assumed that all words in the game are at the same stage of semantic development for all children participating in the game. For example, some children may have no meaningful associations at all to a word like "freed" and therefore give klang responses such as "freeze." Others may be able to give a meaningful associate to "freed," and with one or two strong relevant associations already available for the word may find it "easy" to add a third. But if the stimulus word is not understood at all and ambiguity is actually present, as in the "freed"--"freeze" instance, it may be rather difficult to restructure associations in a short time. Prolonged experience with the game may be sufficient to establish meaningful associates when short exposure cannot. Some longer-term trials are in progress where children are exposed to the game over an entire semester.

Three basic kinds of information--phonic, syntactic and semantic--are involved as the child tries to read by decoding a message. The expert reader picks from the available information only enough to reproduce a

language structure which is decodable (Goodman, 1969). The child tries to create a context of meaning, using semantic cues, but if he lacks relevant knowledge he cannot supply the semantic component. Not all the information needed by the reader is on the printed page.

As an example of how the minimal selection of cues to decode messages in print may be aided or impeded, consider the sentence: "The boys examined the inside of the cave." We have already stated that for inner city children "examine" conjures up mostly medical associates. This implies that "examine" has meanings that the inner city child probably expects to find only in sentences with medical contexts. Such a child might be able to read "The doctor examined the patient" but have trouble with "The boys examined the interior of the cave" or "The mechanic examined the carburetor as part of his regular inspection." In other words, if the meaning of "examine" is broadened (semantic markers added like those also associated with "study" and "test") we expect that the likelihood of its being "guessed" by inner city children in contexts other than medical ones will be increased. There are some data available that suggest precisely this. Samuels and Wittrock (1969) have shown that reading, including a word recognition test, is facilitated for words with some associative connections. Even minimal amounts of word association training produced

significant increases in reading attainment. Other work suggests that children can learn uncommon associates by listening to another child (Simon, Ditrichs, Jamison, 1965).

It is pertinent to note why the game should be framed in terms of relatively rare verbs and adverbs. There is hardly any way that a teacher can define the verb "examine" except by presenting it in various contexts. This requirement for contextual definition seems to be characteristic of many rare of relatively rare verbs. Some nouns (cocoon, butterfly, etc.) that are much less frequent in the language than many verbs can be defined ostensively by pointing to an example, or even to a picture. Unlike common verbs such as "run," "walk," or "sell," the less common verbs cannot be acted out to convey the meaning. "Examine," "inquire," "deceive," and other verbs of relatively low frequency are hard to explain except by placement in different contexts. The game allows the verb to be heard in a context and then to be replaced by various paradigmatics as each child tries to fill in a different word during the round of play. All children hear every response. Also the monitor is encouraged, when appropriate, to supply paradigmatics, so it is easy to enlarge the arena of training.

A survey of the Thorndike-Lorge word list suggests there are about 650 verbs with frequencies between 10 and 50 in the language. The inclusion of this number of

words in various games, with about 10-15 words per game is feasible, especially since some of the verbs (bend, cheat, drown) are already well known to young children or are not necessarily pertinent (dost, doth, hark, trod). Stories can be chosen at all levels of difficulty for children at various reading levels. The game is useful for children at very low reading levels because it does not depend at all on the child's being able to read. We have used it successfully with low-achievers of the second grade. By hearing a word over and over in an appropriate context, and also by hearing various synonyms proposed for the word (by the teacher if necessary), a method is provided to learn abstract verbs in what is perhaps the only way they can be learned. The game, viewed in this way, may provide a concentrated dose of practice that may duplicate the kind of training provided in the middle class home but not the inner city home. Also the game teaches indirectly that language is redundant and that hypothesis-testing is fruitful behavior in reading. Both these "cognitive skills" may also be hard to acquire in impoverished environments. Some research indicates that there are ethnic differences in guessing strategy, with whites using such a strategy significantly more often than blacks (Littleton, 1970).

The game "Giant Steps" is apparently capable of inducing specific kinds of language development. A number of programs currently in use around the country, especially

for pre-schoolers, emphasize oral language "games" (Keislar, E.R., and C. Stern, ERIC report, USOE OE-5-85-045; Bereiter and Englemann, 1966). Various kinds of language experience are provided--echoic, modelling, story-production, use of language in problem solving--but the very generality of these programs make it difficult to evaluate their impact precisely, and, in fact, at present there are no precise evaluations. The present report suggests the avenue that could mediate the effectiveness of these other procedures.

Children from deprived backgrounds seem to do best with immediate rewards for performance. Children whose academic socialization is not sufficient to support conventional classroom practices may be especially susceptible to games, puzzles, or other instructional techniques that include some form of immediate gratification like the "Giant Steps" game.

FOOTNOTES

1. The results of this additional post-test are inconclusive and difficult to assess. They are not presented in this discussion but do not contradict our other findings. Several reasons may account for the mixed results of the teacher-administered tests, among them the teachers' desire to have children respond and the resultant minimization of non-response and unrelated responses.

2. It must be noted that the experimenters did not award points on any <u>explicit</u> schedule such as this, but in practice the game was played so as to have this effect.

Table 1. Percentage of Non-Response.
(Number of observations in parentheses)[a]

	All Words		Game Words		Non-Game Words	
	Expt.	Con.	Expt.	Con.	Expt.	Con.
Pre-Test	10.9 (230)	13.6 (220)	7.0 (115)	10.0 (110)	14.8 (115)	17.3 (110)
Post-Test	5.2 (230)	9.6 (230)	2.6 (115)	6.1 (115)	7.8 (115)	13.0 (115)

a. The number of observations includes the first response only. Since there are 10 stimulus words being considered, 5 game and 5 non-game, the total number of observations for "All Words" is the number of persons responding multiplied by 10. Similarly the number of observations for "Game Words" and "Non-Game Words" is the number of persons responding multiplied by 5.

Table 2. Percentage of Real-Word Responses With Related Meaning. (Number of observations in parentheses)[a]

	All Words		Game Words		Non-Game Words	
	Expt.	Con.	Expt.	Con.	Expt.	Con.
Pre-Test	39.8 (201)	42.2 (187)	55.2 (105)	53.5 (99)	22.9 (96)	29.5 (88)
Post-Test	39.9 (208)	39.1 (197)	61.3 (106)	57.8 (102)	17.6 (102)	18.9 (95)

a. The number of observations in this table have nonsense and non-responses removed. See footnote a, Table 1.

Table 3. Percentage of Real-Word Responses of the Same Form Class. (Number of observations in parentheses)[a]

	All Words		Game Words		Non-Game Words	
	Expt.	Con.	Expt.	Con.	Expt.	Con.
Pre-Test	34.3 (201)	33.2 (187)	40.0 (105)	44.4 (99)	28.1 (96)	20.4 (88)
Post-Test	46.6 (208)	38.6 (197)	55.7 (106)	46.1 (102)	37.2 (102)	30.5 (95)

a. The number of observations in this table have nonsense and non-responses removed. See footnote a, Table 1.

FIGURE 1

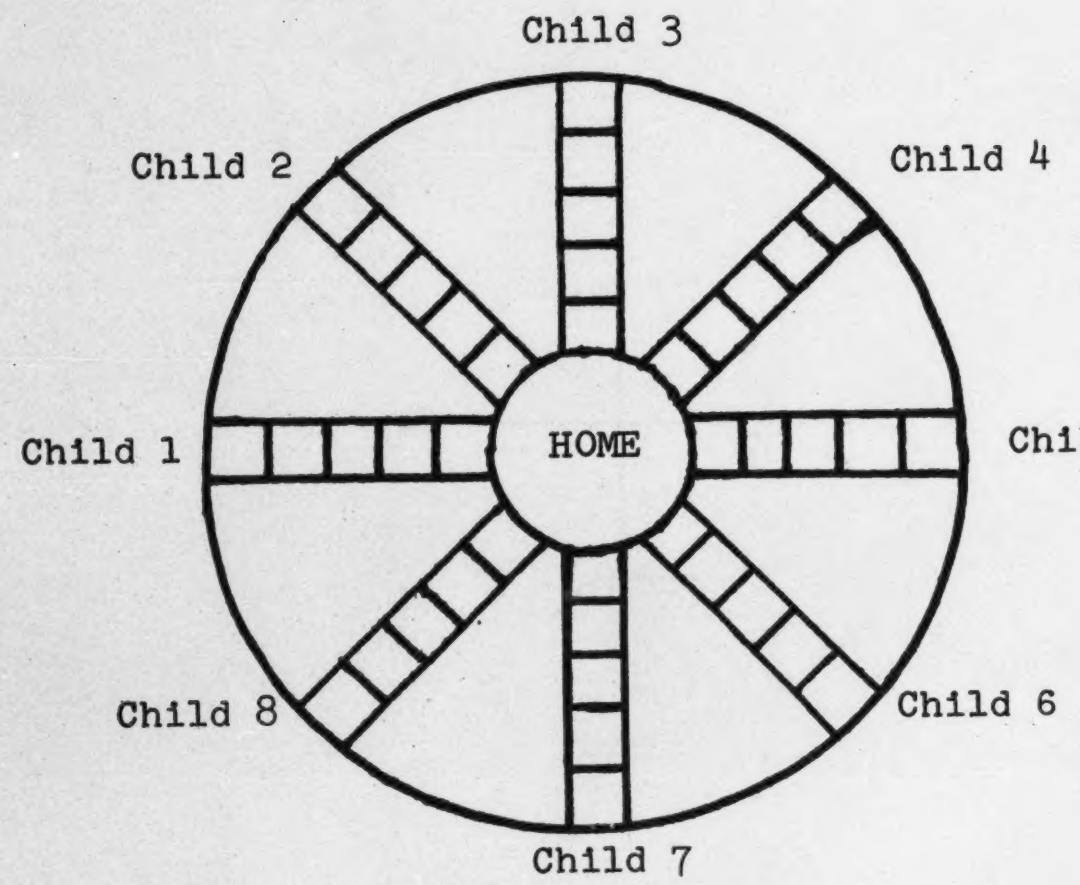
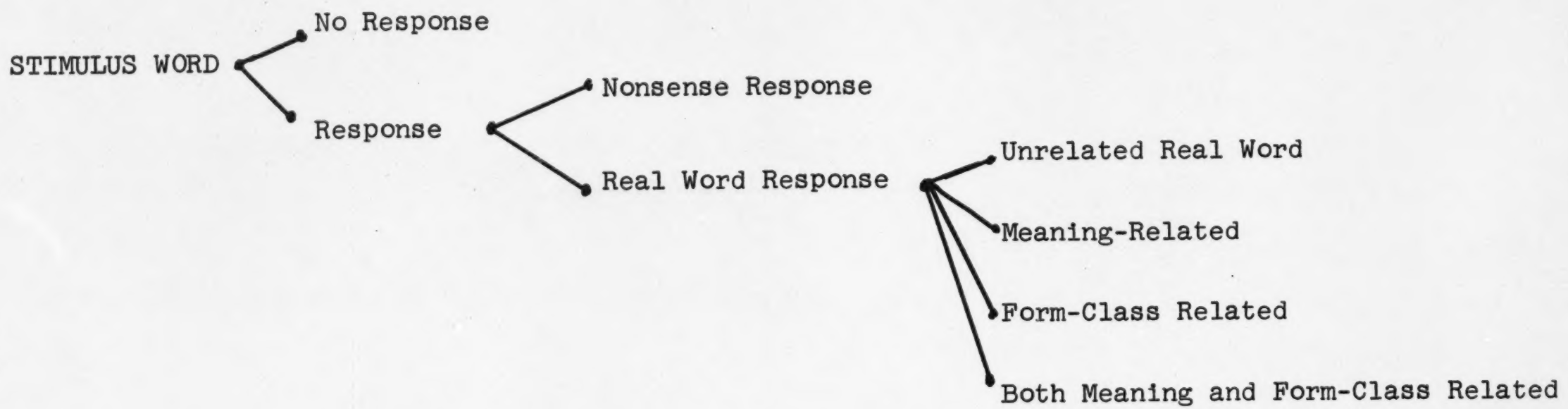

Child 3
Child 2
Child 4
Child 1
HOME
Child 5
Child 8
Child 6
Child 7

FIGURE 2.

CATEGORIES OF RESPONSE TO STIMULUS WORD



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APPENDIX A

Pre-Test First Response Game and Non-Game Words

Post-Test First Response Game and Non-Game Words

PRE-TEST FIRST RESPONSE GAME WORDS

Word	Group	n	No Response	Nonsense	Meaning Only	Form Class Only	Meaning and Form Class	Real Only (or same)	Total Real
Away	E	23	0	0	7	0	5	11	23
	C	22	0	0	7	1	5	9	22
Escape	E	23	1	1	7	2	6	6	21
	C	22	1	0	3	9	4	5	21
Freed	E	23	4	0	5	4	2	8	19
	C	22	9	0	4	1	1	7	13
Rushed	E	23	1	0	3	5	9	5	22
	C	22	0	0	4	3	12	3	22
Repay	E	23	2	1	5	0	9	6	20
	C	22	1	0	7	2	6	6	21
Total Game Words	E	115	8	2	27	11	31	36	105
	C	110	11	0	25	16	28	30	99

PRE-TEST FIRST RESPONSE NON-GAME WORDS

Word	Group	n	No Response	Nonsense	Meaning Only	Form Class Only	Meaning and Form Class	Real Only (or same)	Total Real
Around	E	23	2	1	4	5	0	11	20
	C	22	0	0	6	1	0	15	22
Expect	E	23	5	0	2	4	2	10	18
	C	22	4	1	4	0	1	12	17
Formed	E	23	4	0	2	1	2	14	19
	C	22	4	1	3	2	1	11	17
Ruled	E	23	2	0	9	5	1	6	21
	C	22	2	0	7	2	4	7	20
Refine	E	23	4	1	0	7	0	11	18
	C	22	9	1	0	7	0	5	12
Total Non-Game Words	E	115	17	2	17	22	5	52	96
	C	110	19	3	20	12	6	50	88

POST-TEST FIRST RESPONSE GAME WORDS

Word	Group	n	No Response	Nonsense	Meaning Only	Form Class Only	Meaning and Form Class	Real Only (or same)	Total Real
Away	E	23	0	0	13	2	1	7	23
	C	23	0	0	10	1	5	7	23
Escape	E	23	2	0	5	8	5	3	21
	C	23	2	3	2	3	6	7	18
Freed	E	23	1	4	8	4	3	3	18
	C	23	3	2	6	4	3	5	18
Rushed	E	23	0	0	0	8	12	3	23
	C	23	0	1	3	2	12	5	22
Repay	E	23	0	2	2	0	16	3	21
	C	23	2	0	4	3	8	6	21
Total Game Words	E	115	3	6	28	22	37	19	106
	C	115	7	6	25	13	34	30	102

POST-TEST FIRST RESPONSE NON-GAME WORDS

Word	Group	n	No Response	Nonsense	Meaning Only	Form Class Only	Meaning and Form Class	Real Only (or same)	Total Real
Around	E	23	0	0	5	4	0	14	23
	C	23	0	0	7	3	0	13	23
Expect	E	23	2	1	3	3	3	11	20
	C	23	1	1	1	6	1	13	21
Formed	E	23	3	0	1	5	1	13	20
	C	23	3	0	0	4	0	16	20
Ruled	E	23	3	2	2	6	0	10	18
	C	23	4	0	3	2	5	9	19
Refine	E	23	1	1	3	16	0	2	21
	C	23	7	4	0	7	1	4	12
Total Non-Game Words	E	115	9	4	14	34	4	50	102
	C	115	15	5	11	22	7	55	95

APPENDIX B

Coding Responses

Responses Scored for Meaning and Form-Class Relatedness

CODING RESPONSES

The words scored or counted for each category (meaning and form-class relatedness) are given in the accompanying lists. Words were considered to be meaningfully related when they seemed to imply some of the action of the stimulus words. In general, words which completed common phrases were not counted (this rule was relaxed somewhat for the verb "expect").

Words were considered to be form-class related when, for stimulus verbs, some verb form (including participles and gerunds) was given in response. For adverb stimulus words, the response had to be capable of being used as an adverb (though many are more commonly used as prepositions) for inclusion in the list. Words embedded in phrases were not counted for form-class related responses, but were considered to be legitimate for the meaning-related category, providing that the phrase did not contain the stimulus word itself.

RESPONSES SCORED FOR MEANING AND FORM-CLASS RELATEDNESS

Stimulus	Meaning Related	Form-Class Related
A. Game Words		
away	did not go	far
	far	fast
	from	here
	go	in
	going	near
	gone	through
	here	up
	move	
	near	
	not near something	
	ran	
	run	
	running	
	stay	
	stayed	
	they went	
	travel	
	went	
	you going somewhere	
escape	away	break
	breaking out	breaking out
	fire	"broked"
	get away	come
	get out	dug
	go	get away
	gone	get out
	got away	go
	in jail	gone
	jail	got away
	loose	happened
	out	help
	prison	look
	ran	moving
	ran away	ran
	run	run
	run away	rushed
	running away	skate
	you run away	stay
		stayed
		steal

freed	cage	break
	can you free me?	broke
	caught	eat
	escape	escape
	escaped	escaped
	free	freeze
	free to go	froze
	freedom	go
	freer	helped
	go	hold
	hold	hurry
	in jail	look
	jail	"loosed"
	loose	reading
	"loosed"	'scape
	out	stayed
	prisoner	
	safe	
	'scape	
	they are free	
repay	didn't pay	didn't pay
	gave	gave
	get paid	get paid
	gets paid	gets paid
	give	give
	giving	giving
	I get paid	help
	I have to gave back	not paying
	money	owe
	not paying	paid
	owe	pay
	paid	refer
	paid over again	refound
	pay	respect
	pay me	return
	pay someone	
	pay something	
	pay your mother	
	return	
	you borrow some money from somebody and you pay them back when you get money	
	you pay somebody back	
rushed	fast	brushed
	hurried	came
	hurry	come
	hurry to get something	fall
	quick	fell
	ran	hurried
	run	hurry
	run fast	hushed
		pushed

rushed	slow	ran
	take it easy	run
	you hurrying up	walk
		walked

B. Non-Game Words

around	circle	across
	circles	close
	near	down
	round	fast
	spin	here
		in
		in between
		near
		through
		up
expect	come	come
	coming	coming
	company	do
	do not come	do not come
	guest	doing
	guests	fall
	guests come	find
	not come	happened
	ought to	inspect
	something coming	know
	visit	not come
	visitors	ought to
	want somebody to do something right	remember
		respect
		step
		think
formed	I have a form	fall in
	made	farmed
	no form	harmed
	shape	live
	something you can make	made
	unformed	pushed
	work	reformed
		stormed
		unformed
		work
refine	good	clean
	nice	define
	redo	do
	they are nice	dress
		find
		found

refine

give
happened
help
move
paid
pay
redo
refill
refound
repay
replace
respect
sit
talk

ruled

break
broke
broken
do it
don't break
don't rule me
follow
I broke a rule
I know my rules
in charge
king
obey
rule
ruler
rules
we know the rules
when you tell somebody
a rule
you broke a rule
you gotta follow the
rules

break
broken
do
discovered
follow
got
learn
obey
reform
rode
taking care
talking
teach
telling
warn
write